

# **General Studies**

Advanced GCE **A2 7831**

Advanced Subsidiary GCE **AS 3831**

## **Report on the Units**

---

**January 2007**

**3831/7831/MS/R/07J**

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A-level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

The mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The reports on the Examinations provide information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Mark schemes and Reports should be read in conjunction with the published question papers.

OCR will not enter into any discussion or correspondence in connection with this mark scheme or report.

© OCR 2007

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annersley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## CONTENTS

**Advanced GCE General Studies (7831)**

**Advanced Subsidiary GCE General Studies (3831)**

### REPORT ON THE UNITS

<b>Unit</b>	<b>Content</b>	<b>Page</b>
*	Chief Examiner's Report	1
2961	The Cultural Domain	3
2962	The Scientific Domain (Written Paper)	7
2964	The Social Domain 1	10
2965	The Scientific and Cultural Domain	14
2966	The Social Domain 2	17
2968	Culture, Science and Society: Making Connections	20
*	Grade Thresholds	23



## **Chief Examiner's Introduction**

In this January session of the examination cycle six papers were offered in General Studies. Three of these were at AS level and three at A2. There were very few resit candidates for any of the papers. However it is noted that some centres are changing their entry arrangements and increasingly AS units are taken for the first time in Year 13.

Principal Examiners have prepared detailed reports on each of their papers. These reports offer general reactions to each paper as well as specific feedback on each of the questions set. This introduction to the Report to Centres is by the Chief Examiner and draws out a number of common themes from the reports on individual papers.

The following common features emerge as themes from the Principal Examiner reports:

- the preparation of candidates for these written examinations is important
- attention to the questions set is essential
- candidates should be encouraged to use their own experience to develop their answers
- concern about the provenance of evidence presented by candidates
- the management of time and its congruence with the mark allocation at AS level.

### **The preparation of candidates for these written examinations is important**

Examiners are concerned that some candidates appear to have little experience of extended writing or the shaping of an essay. This may be the product of a diet of GCSE examinations where answer booklets are provided. Centres are encouraged to give candidates guidelines on the ways in which an answer can be planned and developed. This refers particularly to the use of examples to support an argument.

### **Attention to the questions set is essential**

The group of experienced teachers and examiners responsible for the drawing up of questions pay careful attention to the command words used. They also monitor carefully the tasks set for candidates given the level of the examination and the time available. Frequently confines are established within a question to ensure that it can be answered at an appropriate depth within the time set. Candidates who fail to read the question carefully inevitably penalise themselves. Centres should allocate some sessions to the deconstruction of questions so that candidates develop a greater understanding of the wording used.

### **Candidates should be encouraged to use their own experience to develop their answers**

Examiners wish to encourage candidates to use their own experience, however limited, to support points they are making. A line or two of local context can often bring to light a complex point that is being made. Local examples are often useful confirmation of an argument. This is not to suggest that anecdotal stories have great value but that local events or circumstances do bring some essays to life.

### **Concern about the provenance of evidence presented by candidates**

Examiners are concerned that too much of the evidence that candidates use is drawn from the television or the tabloid newspapers. Both of these sources need to be used with care. Centres should encourage candidates to explore a range of alternative sources of information. Examiners recognise that this may be a challenging task but wonder if assignments could be set in curriculum time that requires a wider base of evidence.

**The management of time and its congruence with the mark allocation at AS level**

This is a problem particularly at AS level. The papers usually begin with some starter questions with small mark allocations. Candidates tend to write too much in response to these questions. Later in the paper there is a 40 mark question where, in extreme cases, the candidates write less than they did for a question carrying 6 or 9 marks. It is important that candidates have the energy and time to devote to these mark rich questions in the later part of the paper.

Examples of these five points can be found in the reports on individual papers.

## **2961: The Cultural Domain**

### **General Comments**

This was a well-received paper and examiners were pleased to be able to award the full range of marks for some very fine and well-crafted answers, most notably in response to the essays in Section B. It is pleasing to note that many candidates had been well prepared for the examination and it was clear that answers had been properly considered and planned before final execution. It cannot be emphasised enough that a well organised and prepared candidate can obtain the maximum marks available by having the ability to develop and extend answers. By reviewing past papers, Centres can tune in to the style and presentation of General Studies questions. This means that they can design lessons which consider the skill need to answer the question. Candidates can then move beyond subject-related material and acquire a real edge to their performance right from the start of the examination session.

In Section A the two pieces of source material provided enough stimuli for a range of answers which included a refreshing selection of the candidates' own personal experiences rather than simple repetition from the text. This led to the exposure of some excellent communication skills and subtleties of expression which have hitherto been absent. This was perhaps as a result of candidates being comfortable in writing about school experiences.

There are still cases of many marks being missed due to answers being not fully developed, poor time management or ineffective writing skills. Since this specification requires written responses throughout it must be a priority in any General Studies course for the students to practise this skill prior to sitting the examination. In doing so, Centres are providing candidates with the opportunity to develop and perfect skills which they may have neglected or not had to use for some time (since some option choices in the Sixth Form do not involve excessive use of the written word).

In Section B, question 5 and its focus on the media proved the most popular choice with question 3 a close second. Examiners continue to be concerned with the fact that the section of the specification concerned with Aspects of Culture seems to be the area paid least attention. Consequently any questions offered in connection with this area are seemingly avoided. However, on a positive note, many candidates wrote well from their own experience and there was an encouraging use of other kinds of knowledge (Assessment Objective 4 – AO4) in many responses in Section B.

Time management became an issue in this session as candidates spent far too much time answering question 2 c). Though this question carried 25 marks, this must be viewed in proportion to the time allowed for the paper. Spending too much time on this answer meant there was less time left for the essay question in section B which carried a higher mark tariff. Questions in any part of the examination should be viewed in terms of the marks available and candidates must discipline themselves to write a response accordingly. For example, a question worth 2 marks is likely to be searching for a key point with an additional piece of material to develop, support or add an example. To supply an answer of several sentences would be extravagant in terms of the time available.

Though the standard of written communication remains satisfactory there is a definite need for Centres to provide candidates with a template structure for the answering of essays in Section B. So many candidates failed to reach the higher mark bands due to disorganised essays which failed to cover the question rubric or make an impact on the reader

### Comments on Individual Questions

- 1 (a) (i) Most candidates seemed to be able to provide two characteristics of a teacher, even if they used direct references from the source, but it was disappointing to note that a large number of candidates did not understand the word *formidable*. Often, formal dress was used as an example though quite commonly the answer related to *strictness and discipline*.
- (ii) The most common suggestions for promoting shared values were *a uniform* and *school council* though the *employment of a common set of values or rules* was an equally plausible suggestion. *Equal opportunities* and a *shared curriculum* were answers which were more perplexing simply because there was no elaboration on the statement. Indeed, many candidates failed to obtain the full 6 marks available for this question as they did not extend their answer beyond naming the example.
- (b) (i) The question was answered very well with candidates being able to include reference to the *3Rs* and the *basis of the life that was ahead of them*.
- (ii) The most common and correct answers referred to *high regard in the community, someone who is looked up to and respected, and someone of exemplary character*.
- (c) It was important to make the answer relate to beliefs and values and some candidates failed to do this by referring to such things as *handwriting*. The most common answers were related to *discipline and dress* though these were sometimes not supported with reference to the candidate's own school experience and therefore only gaining 2 marks.

Overall, the responses in question 1 fell into two categories: firstly, those candidates who provided evidence in support of their answers and who scored highly (14-18) and those who managed to respond positively to every question but failed to pick up marks for examples and development that usually scored 8 – 10 marks.

**TOTAL: 18 marks**

- 2 (a) This question managed to promote excellent responses from candidates who, for the most part, recognised the sarcasm in the response of George Best's friends and understood the fact that this was any young boy's dream and most probably unattainable.
- (b) Again, most candidates were able to attain full marks though it was interesting to note that some went beyond the source to reach their answer, by looking at the likely reactions of any father in this position.
- (c) Many candidates spent far too long answering this question and wrote at unnecessary length sometimes to little avail. Examiners were looking for both positive and negative ways in which the groups might influence candidates but the ingredient that was mostly missing was the reference to *as you finally leave school*. The weaker answers contained general statements about family, friends, and teachers; this gave the opportunity to open up about personal unhappiness and disagreements which had clearly affected candidates' lives and progress. Candidates rarely wrote specifically about beliefs and values. Although comments about career choice and education implicitly relate to a person's beliefs and values, too few made references to this. When references were made there was a lack of clarity as to whether the influences were positive or negative.



Overall, responses to this question were very pleasing, many candidates scoring a maximum of 7 marks on parts a) and b) and Band 3 or above on part c) – 15-24 marks.

**TOTAL: 32 marks**

- 3 (a) There seemed to be a good response to this question with both options receiving an equal number of choices. The best responses were able to supplement ideas with supporting material and examples from their own life or the media. At worst, references were supported by points like *'people have seen things and heard things.'* *Consolation for the loss of a loved one* or *strong religious beliefs* were good answers as were *evidence of life on Mars* and *stories of sightings in the media*.
- 3 (b) This proved to be a taxing question for some candidates; perhaps initially it was imagined that this might generate a straightforward response but as many essays progress it soon proved to be a challenging task as some candidates found it too difficult to deal with such a hypothetical issue fraught with so much potential controversy. Few answers grappled with the implausibility of the proposition by trying to break it down or give it historical context. Some even suggested that by the UK having one religion the government would be able to curb immigration immediately as it would stop people from coming here. The Christian and Muslim faiths dominated this answer and though there were some excellent debate-like responses which looked at both advantages and disadvantages, there were a good number of essays which examined the issue in terms of racism and terrorism which was clearly not what was intended.
- 4 (a) The most popular choices were colour, religious beliefs, dress, music, and food. The pity was that this was aimed at years twelve and thirteen and offered the opportunity for candidates to support their choices with personal experience. In reality, the answers, though valid, were more generally focused on differences between friendship groups and, as a result, were taken in a wider context.
- 4 (b) Again, the question related to Aspects of Culture proved to be the least popular with the candidates. Having said that, it was clear that this was the domain of those who knew how to respond to this style of question and, as a consequence, the quality of answers was generally good. There were notable strong responses using the Arab-Israeli conflict as a theme though some students fell into the trap of producing a narrative essay which merely described the conflict but did not reach the point where solutions were offered to the reader. Clearly, many candidates still do not understand what is meant by a cultural group: common examples included blacks and whites, and the Americans and Al Qaeda. Though there may be some implicit reference to cultural groups it sometimes proved hard to follow the thread of the reasoning being offered.
- 5 (a) The answer to this question was a unanimous 'yes' as public figures are *no different to us*. It was clear that the main concern was that families, particularly children, should have the opportunity to spend quality time together out of the public gaze, with the Beckham family being the most common example cited. Celebrities were the main source quoted and it was disappointing that candidates did not think deeper about important issues such as *maintaining national security* and the *protection of others who surround the celebrity who get 'sucked in' to the media scrum*.

- 5 (b) There were some spirited answers to this question and the common examples used were World War I and II propaganda, Princess Diana's death, recent natural disasters, and the racism issues raised in Big Brother. To reach the highest mark bands candidates had to look closely at the style of presentation (headline or script), the type of media used, and perhaps refer to more than one media not simply the television. By underlining their ideas with a personal insight they automatically gained AO4 marks and a route towards the top mark Bands. Invariably, promising answers were spoiled by over-description of events rather than engaging in pertinent and balance analysis directed at how the media performed in that context.

In part a) candidates were able to access Bands 1 and 2 (7 – 10 marks) by simply following the question rubric closely and providing the correct number of responses with supporting material. For example, 'three reasons in support of your answer' requires three key points or issues supported by two additional pieces of information or examples. In some cases, candidates did not exceed Band 4 as they simply named points and offered no support.

**TOTAL for Section B part a) questions: 10 marks**

In part b) candidates are awarded credit for not only providing appropriate and relevant knowledge but also for supporting this with analysis and examples which make the information more relevant to the question and secure for the reader to believe and respond to. This can be done by offering a personal experience or a case study or simply challenging the validity of the notion presented. Candidates were securely awarded Band 1 or 2 (31 – 40 marks) when the essay met the demands of the question and the candidate explained and developed their reasoning. Essays awarded Band 4 or 5 (1 – 24 marks) displayed little of this extended thinking and consisted of a chain of facts, sometimes inaccurate, with assertive sometimes inaccurate supporting material and few examples.

**TOTAL for Section B part b) questions: 40 marks**

## 2962: The Scientific Domain

### General Comments

This paper was accessible to all candidates and a wide range of marks was achieved. More able candidates were given the opportunity to demonstrate a depth of knowledge and to show that they had given consideration to a range of issues whereas weaker candidates were able to score at least some of the marks available in both sections of the paper.

The issue concerning the availability of calculators was again evident when candidates stated either that they did not have a calculator or that they had been told not to bring calculators to this examination. It is disappointing that this is still happening as candidates are disadvantaging themselves by not having the right equipment for this paper.

Although the percentage of Rubric Errors remains small there were still candidates answering all of the questions in Section B in the limited time available. Inevitably the three consequent essays were of a poor quality and lacked both development and assessment.

It was pleasing to see how many candidates attempted each of the questions in Section B and demonstrated that they were aware of current issues. They expressed their own opinions and supported them with information drawn from the media and other sources. Often opinions were strengthened by candidates drawing upon their own experiences.

To improve the quality of their answers candidates need to be sure to give balanced answers by looking at both sides of an issue and then giving some assessment of what was being discussed.

### 1 Comments on Individual Questions

#### Question Section A

- 1 (a) This question was answered by nearly all candidates. Most answers were correct but in a few cases candidates wrote 'Jupiter' for both parts.
- (b) This question was well answered with candidates referring appropriately to discrete and continuous data. Some candidates seemed to be under the impression that pie charts can only be used for percentages.
- (c) Most candidates were able to identify and round the correct diameter for Neptune. Marks were lost for incorrect rounding eg 49 000 or by giving the answer in km. Candidates who chose to give the answer in Standard Form,  $5 \times 10^3$ , were awarded the mark.

Candidates with calculators were able to convert 14280 kilometres into miles but few recorded their working out. Candidates without calculators made long, tortuous calculations often with only partial success.

- (d) This part of the question seemed to pose the most serious difficulties. A pleasing number were able to score full marks but for many the task of multiplying by 1000 and then dividing by 2 (or dividing by 2 then  $\times 1000$ ) was too difficult. Several candidates gave up at this point. There were some valiant attempts to calculate  $2439000^3$  by hand but these rarely gained much credit. This again highlights the fact that candidates are arriving at the examination without calculators.

Only very good candidates were able to calculate the density of the earth. Many candidates used the incorrect formula  $d = m \times v$ .

- (e) Although many gave the correct answers of 'Earth and Venus', both planets had to be identified to earn the mark, Many candidates just explained Standard Form rather than looking at the table and suggesting reasons for the figures having been presented in this way. Good answers referred to ease of comparison.
- (f) This question provided an opportunity for candidates to show that they could name two scientists and say something about their work. A disappointing number of candidates did not even attempt this question. The most popular scientists were [Charles] Darwin and his work on the origin of the species, [Albert] Einstein on relativity, [Isaac] Newton on gravity and Galileo and his work on the planets. A few candidates were able to identify scientists but were not aware of their work or made false attributions [Einstein did not discover gravity].

Centres are reminded that the autobiographies and biographies of one or two famous scientist are stated explicitly as a topic in the specification.

- 2 (a) Many candidates were able to make a clear distinction between conservation and preservation citing relevant examples of one or both. A surprising number confused conservation with conversation and then struggled to make the distinction.
- (b) This question was very well answered with many discussing a range of health issues from the risk by drinking too much on a Saturday night to coping with addiction, liver transplants and death.
- (c) Many candidates were able to make a clear distinction between evaporation and condensation giving relevant examples. Both answers using more scientific terminology and those set in more 'general' language scored full marks if a good and clear understanding was demonstrated
- (d) This proved to be the most difficult question for candidates. Weaker candidates tended to state that the weather was unpredictable or wrote about the difficulty of predicting the future. Better candidates referred to data collection eg from satellites and the problems of data analysis and the large number of factors which can influence weather.
- (e) Several candidates saw this question as an opportunity to describe, in great detail, human reproduction. Many assumed that sexual reproduction by definition meant sexual intercourse. By contrast asexual reproduction then became reproduction 'by a third party' and candidates referred to surrogacy and IVF. Others thought asexual reproduction involved organisms with both sex organs eg hermaphrodite organisms and the earthworm was given as an incorrect example. Strawberries and bacteria were the most common correct examples.

### **Section B**

- 3 (a) The majority of candidates were able to name three organs with the most common examples given being liver, heart, lungs and kidneys. Some did refer to skin and eye. There were good descriptions of the functions of the organs, particularly the heart and lungs. Some candidates confused the roles of kidneys and the liver. A surprising number thought that brain transplants were now common practice. Answers which only discussed the advantages and disadvantages of transplantation or discussed the reasons for transplants could not achieve a higher band mark.
- (b) This question generated a wide mix of responses. Better candidates obviously focussed on what already existed in the field of transplantation and looked for ways in which current practice could be improved. Many tended to balance the points for and against offering transplant surgery on the basis of whether patients really needed it, or deserved it [there had obviously been much discussion of George Best). Many tended to give an emotive response which inevitably led to some repetition as candidates had very little substance on which to build their argument. Much of the evaluation centred on organ transplants rather than on whether research should continue. Candidates had very limited knowledge of research possibilities, most either ignoring the 'research' part of the question or just referring to it in passing.

*Report on the Units taken in January 2007*

- 4 (a) Few candidates attempted this question and responses tended to be either of a very high or very low standard. Good responses identified three features and provided a brief development and analysis of each.
- (b) Good responses described a variety of classification systems – classification of the living world into kingdoms and the classification into kingdom, phylum, class, order, family, genus and species were examples chosen to illustrate and demonstrate scientific understanding and problems with classification systems. Weaker answers tended to be part of a ‘Rubric Error’ response where candidates were attempting, with limited success especially in this question, to write three essays in the limited time available.
- 5 (a) This was probably the most popular question and some candidates demonstrated a range of relevant knowledge. Others revealed ignorance and confusion.

Answers to this part lacked specific scientific detail. There was a tendency for candidates to explain what causes ‘acid rain’ or ‘damage to the Ozone layer’ rather than explaining why we should be concerned. Some of the answers were far too long and detailed. Many just gave lists without development. There was considerable confusion between ozone depletion and global warming. Many candidates gave ozone depletion as a cause of global warming.

A number of candidates failed to indicate where the part (a) answer finished and part (b) began.

- (b) Many candidates incorrectly linked acid rain with ozone depletion in the first part of the question to global warming. Even though, in many cases, the underlying cause of global warming was misunderstood candidates were still able to describe the effects correctly. A good list of suggestions was generated in this section [although it seems everything was being attributed to global warming eg earthquakes and tsunamis]. Most candidates attempted to introduce some balance by offering suggestions but most of the time what was suggested was merely a repetition of media exhortations to reduce use of cars, control power stations and switch off lights when not in use. Very few candidates made any attempt to assess what governments or individuals could achieve. There seemed to be a general assumption that using energy-efficient light bulbs would solve the problem. Only the very best explored the issues related to long term weather patterns.

## 2964: The Social Domain

### General Comments

Examiners felt that the paper had provided an appropriate challenge for the candidates. The candidate responses showed that, in the majority of cases, they had found the questions interesting and thought provoking.

Examiners felt that the standard of the questions was appropriate in terms of accessibility and difficulty.

The responses of the candidates varied greatly from centre to centre and within some centres. Some candidates implied that they had received very little preparation for General Studies whilst a small number suggested that taking the examination increased their access to grants. So far as the former is concerned the examiners would recommend that preparation for the examination is provided. In the past it may have been possible to use ones A level studies plus the hidden curriculum of a centre to respond to the broad questions set. This position was enhanced by the very wide choice given in the question papers. Modern General Studies has a curriculum that is clearly indicated in the specification document and the choice of questions is limited with several compulsory questions included. This means that centres are able to prepare their candidates for the examination. It is clear that those centres that opt not to provide any preparation disadvantage some of their candidates.

There is some evidence that time management was a larger issue in this examination... There was evidence that some candidates had spent so long on section A that they did not have enough time to do justice to the second part of the questions in section B. It is disappointing when a strong candidate who has gained good marks on the earlier questions only offers a few lines or half a side for a question carrying forty marks.

In many centres more care should be taken over preparing candidates – both in following the syllabus and in helping candidates to understand the structure and demands of the paper. It is stating the obvious, but candidates must be sure they understand clearly what each question requires.

### Section A

#### Question 1

- (a) (i) A classic example of a question that was often poorly answered because it had not been read carefully and fully understood. Many candidates simply recited the attractions of Mull and Bradford but failed to show what they had in common. Indeed, often the attractions of each were deliberately contrasted; such responses could not be given any credit. Comparatively few candidates identified more than one reason and thus could receive more than three marks.
- (a) (ii) This question was generally answered well. Reasons were given and briefly justified. The role of the university and the needs of second and third year students for accommodation were frequently mentioned. Also the development of a shopping centre with offices suggested increased job opportunities and hence a need for housing. Some failed to observe that the question required a contrast between Bradford and Mull.

- (b) This question asked about the advantages and disadvantages of rising house prices on the island. Candidates displayed a number of misconceptions. One was that rising house prices meant that more houses would have to be built. Another was that the 'Council' would be able to step in and manage the market for houses. Many grasped the difficulties facing first time buyers among the islanders themselves.

The advantages of those already owning property were less well appreciated, in that it was assumed that they would get so much money for the house they sold that they would be able to buy a better one on the island with the money. More perceptive candidates highlighted the benefits for sellers who were downsizing or moving to somewhere cheaper on the mainland. Again, many assumed that rising house prices were caused directly by the numbers of tourists.

In general examiners were left with the impression that many candidates did not understand how the housing market worked. Many appeared under the impression that the government had control and were increasing or decreasing prices for political purposes.

## **Question 2**

- (a) This question invited candidates to suggest three arguments in favour of those in work paying more to fund the pensions of those who had finished work. A significantly large number of candidates misinterpreted the question and gave reasons in favour of not making the workers contribute, assuming the government could produce the money. Those who did understand it gave sensible reasons and gained adequate marks. It was particularly pleasing to read those candidates who recognised the contributions to their lives made by those now of pensionable age. Candidates also displayed strong consciences in suggesting that older people should receive sufficient money to ensure that they were able to live in some comfort.
- (b) This question asked candidates to identify three groups, with a different reason for each, who should not receive a pension. Some very unrealistic recommendations were made including housewives, smokers, alcoholics, those who are dying, those in a coma, and all the self-employed who are by definition rich. Generally the acceptable groups identified were criminals, those who had deliberately avoided work and the very rich. Candidates were sensible and the reasons given were acceptable. Many chose people who are extremely wealthy, though their ideas of what counted as great wealth were very varied.
- (c) This question explored the idea of making contributions to private pensions compulsory as a way of increasing their state pension. Many candidates did not understand the way the state and private pensions are provided. For example some thought that private pensions were an alternative to the state pension and took away an individual's entitlement to the state pension: presumably they took the word "supplement" used in the question to mean "replace". A few realised the risks and pitfalls of private schemes, presumably in the light of some well publicised failures.

The major reason given by many candidates was the inability of those on low pensions to afford contributions to private pensions. There was also a significant group who felt that the compulsory nature of the proposal was not acceptable. They felt that people had worked for their income and should be allowed to spend it as they wished.

There was little understanding of the way in which income tax and pensions interlock.

## **Section B**

Question 4 was the most popular, followed by question 3 and then question 5. However this ordering did vary significantly from centre to centre. . As ever, a few attempted all three questions, usually achieving very low marks throughout. When they did so, question 3 was almost always the best – indicating that the structure built into 3(b) made it that little more accessible.

### **Question 3**

- (a) This was usually done well though few students developed the efficiency argument on behalf of the Post Office and thus eight marks was usually the maximum. A common misunderstanding was that the Post Office regards the small post offices as competitors.

The dominant response was in terms of the service the smaller post offices gave to less mobile customers and in particular the elderly. Some also cited the community focus that the post office can provide, especially when it is combined with a small shop.

- (b) Most students included the three areas with a little development. They selected two initiatives from the list provided and showed some understanding of the ways in which they could help small businesses. The frequent choices were the farmers' market, the leaflet, newspaper articles and broadband.

For the alternative suggestion most simply chose a third from those given. Some showed considerable imagination and made very enterprising suggestions. These included web sites, a town fair, sports events such as fun runs, advertisements on local radio and bringing celebrities to the town. Many developed the points well and thus high marks were not unusual.

### **Question 4**

- (a) A very popular question but often the reasons identified were very weak or repetitive. Most candidates felt that there was no justification in the suggestion that some A levels were easier than others. The common territories explored in answers included mode of assessment, teaching style and student experience. Many used their own A level choices to illustrate their responses, often comparing them with those of other students. "Different students are good at different things" was a common theme. A few failed to grasp what the question required and compared A levels with GCSE or degree examinations; these candidates received little or no credit. Some responses to 4(a) made clear that General Studies was regarded as a subject one took with very little preparation – and it was evidently true in many such cases
- (b) Good candidates appreciated the demands and benefits of both National Service and Higher Education and compared them very effectively. A large number of weaker candidates wrote about each of them without making any direct comparison and thus could only gain a few marks.

It is pleasing to note that candidates appeared well informed on the types of experience provided by National Service and Higher Education. Few, if any, suggested that either experience would be a waste of time. One or two candidates departed from the question to suggest compulsory National Service as a way to solve many of the problems of youth in society today.

A number of candidates switched their answers to further education or even sixth form studies as if they were Higher Education.



**Question 5**

- (a) The question was very clear and most of those who attempted it gained high marks. It was pleasing to note how well informed candidates were about the benefits accruing from higher taxes including such things as less pollution, less congestion and higher government revenue. They were also able to see the disadvantages in terms of the higher costs that would be passed on to consumers and the unpopularity of such a measure.
- (b) There were some really good answers to this question, obviously based on knowledge and experience of the rail system. Other candidates could only make one or two comments along with a number of assertions that nationalisation was better than privatisation and a few gave the opposing view.

## 2965: The Scientific & Cultural Domains

### General Comments

The paper retained its familiar format with candidates required to answer one question from three in the Science Domain and one from three in the Cultural Domain. A major change for this examination was the trial of a tapered mark scheme. The tapered arrangement can be seen in the published mark scheme. The tapered scheme was designed to raise the mark achieved by candidates demonstrating A quality to the designer threshold of 80% and to bring the mark for those on the E borderline closer to 40%. The 80% and 40% marks are the planned targets for unit performance and reduce the amount of adjustment needed when marks are transferred to the unified mark scheme. Any reference to marks in this report applies to the tapered mark scheme.

### Overall performance

The paper produced a spread of marks with the majority of candidates scoring between 60% and 80%, with only a small proportion below 50%. It is pleasing to report a scatter above 90% [several candidates were awarded 100%] indicating that both the science and cultural questions achieved very high marks.

The paper appears to have differentiated successfully, most centres displaying a range of marks. The majority of the poorest candidates came from one or two centres where the ability and attitude of many was disappointing. Examiners salute those within such communities who still manage to show enthusiasm and maintain creditworthy standards.

The nature and range of questions offered opportunities for most candidates to draw successfully on their own specialities and experiences. It was rewarding to read thoughtful and knowledgeable responses to the Cultural Domain questions 5 and 6 from candidates who are probably taking three science subjects. Candidates following arts courses [and particularly fashion] frequently cannot produce answers of similar quality in the science section despite broad topics such as telecommunications [Q2].

Overall there does not appear to have been any significant differences in the level of answers between Section A and B.

In the **Scientific Domain** the overwhelming majority of candidates answered Q3, with Q1 a poor second. Surprisingly Q2 appeared infrequently yet the subject matter of mobile phones, TV and the internet are an integral part of the everyday life of most candidates, some admitting to these being their most treasured possessions.

The **Cultural Domain** was dominated by Q4, with Q5 and Q6 less popular but very capable of encouraging some excellent responses.

For many candidates the level of communication with respect to grammar, punctuation and particularly spelling continues to show little improvement and lags well behind the general levels of understanding and knowledge. This is a problem not confined to candidates of lesser ability or to poorer centres. Frequently this can weaken and distract from the arguments being developed.

There were some frequent misconceptions, particularly in the science domain questions. For example in questions 1 and 3 there was confusion over the links between global warming, greenhouse gases and holes in the ozone layer.

The command words used in the question are a key direction indicator for candidates. The word 'assess' is frequently used in A2 questions as an invitation to candidates to review points for and against an issue and to come to a balanced conclusion. For example the command word 'assess' appeared in questions 1, 3 and 6 in this paper. Examiners use that part of the essay as a good indicator of higher quality. Candidates performing in the lower bands usually can not provide much of an assessment.

A less challenging command word is 'describe'. This was used at the start of question 2.. A number of weaker candidates missed this command and moved quickly onto the issues raised by the development in telecommunications. A similar situation arose in question 5 where candidates needed to identify and describe their chosen works if they were then to develop criteria for the assessment of quality. It is suggested that colleagues in schools and colleges spend some time deconstructing questions so that the command words are highlighted.

## **Individual questions**

### **Section A: The Scientific Domain**

#### **Question 1**

This question asked candidates to assess with examples the extent of suspicion and concern of people today with the discoveries of scientists. The popular examples were genetic engineering, cloning, weapons development and the use of animals in testing. The weakest part of these answers was the ability of candidates to articulate peoples concerns. Better candidates were able to show the positive and negative features of some scientific discoveries.

#### **Question 2**

In this question candidates were asked to identify one development in telecommunications and to explain the issues it raises with suggestions of how these might be addressed. Frequent choices included the internet and mobile phones. Candidates were much stronger in stating the issues raised than suggesting ways to address the issue.

The issues raised tended to be immediate ones such as the use for paedophilia or pornography. Few looked at broader and possible deeper trends.

#### **Question 3**

This was the most popular of the three questions in this section. All five of the prospective developments were chosen though the 'road vehicle that uses water as its fuel' and the 'injection to extend life by 20 years' were the most frequently read.

The best scripts were able to describe the advantages and disadvantages of the chosen option. And then to assess their case. What was pleasing was to read those able candidates who explored the wider implications of the invention or considered the logistical elements of its use.

Some science based candidates made good use of their knowledge of chemistry to discuss the ways in which water might act as a fuel.

## **Section B: The Cultural Domain**

### **Question 4**

This question offered the candidates an either/or option. They could either justify a belief in the existence of a Supreme Being or argue against such an existence. Cases for both situations were equally split.

Everyday experience was the most popular of the areas in the mark scheme used to support their case. However many did, by implication cite design, creation and scientific understanding.

This question revealed the lack of experience of some candidates in constructing an argument. In the mark scheme the main arguments for and against the existence of a Supreme Being are listed. Examiners felt at times that candidates knew these arguments but were unable to articulate them in a clear and coherent manner. This is surprising given the clear indication in the specification of the need to know the central tenets of at least one religion. It may well be that the candidates lacked experience in writing about complex arguments. This is something that centres might wish to address.

### **Question 5**

This question was not very popular. Candidates had to identify the work of two creative people and by contrasting them exploring criteria for assessing creativity. Candidates who did select this question showed a good knowledge of two pieces and wrote about them with energy. They found it easier to justify why they felt one piece was an example of good work. They were much less secure when finding fault with work they considered poor.

Films were a good territory for candidates to explore. It was pleasing to read texts where the candidates had clearly seen beyond the immediate story in a film to deeper meanings. Similarly candidates selecting two books found it possible to address all parts of the question.

Less successful were candidates selecting two fashion designers or the writers of modern songs.

### **Question 6**

This question introduced candidates to concepts of mirror and lamp in terms of creative work and asked them to assess the ways in which creative people hold up a mirror or lamp to society. The majority of candidates were able to suggest an appropriate meaning to the ideas of mirror and lamp. They found the application of these concepts to creative work more challenging.

There were some very good answers where the reflection of society or the new light shed on an issue showed the worth of these concepts.

## **Conclusions**

Teaching time needs to be given in centres for candidates and staff to look at mark schemes and their components, particularly the indicative content and recommended annotation

Candidates are strongly recommended to take time to prepare a clear plan with content linked carefully to the command words used in the question. This is essential when establishing a coherent structure to an essay.

Candidates should include an introduction to establish the parameters of a question together with the theoretical and 'personal' context in which the answer is to be structured.

Equally it is recommended that a conclusion is provided to the question. A 'conclusion' is not a brief paragraph ending an essay that lists all that has gone before. Some, for example, restated the advantages and disadvantages given as their conclusion. A satisfactory conclusion should be an attempt to assess ideas presented in a wider context in order to provide a balanced review.

## **2966: The Social Domain 2**

### **General Comments**

A wide range of performance was observed. There were some outstanding responses which drew on an impressive range of knowledge from a diversity of academic disciplines. These were seasoned with an awareness of current events. More modest responses were characterised by a willingness to at least engage with the issues. A minority of responses were marred by a disregard for the question set and the subject.

Better candidates exhibited very good knowledge bases. They were able to apply these appropriately and use their analytical skills to discuss complex issues thoroughly.

The standard of written communication was generally sound, and many better candidates wrote in vigorous and well-proportioned prose that was a genuine pleasure to read. Assessment objective four was also strongest in the higher mark bands, and was often manipulated and integrated with great skill.

Less able candidates tended to refer to a knowledge base drawn from the mass media, and often did so uncritically, basing arguments on subjectively-reported fact. This was particularly unfortunate in the ASBO essay, where some candidates drew conclusions based on illustrative material which was little more than urban myth.

The width of the performance range reflects more than the ability of the candidates. The methodical approach of many better candidates also, presumably, reflects the fact that they have been well-prepared for the examination, not least in examination and essay-writing technique. The reverse assumption also holds good, and it was frustrating occasionally to mark scripts by candidates who were obviously intelligent and able, but whose lack of sound examination technique earned them marks which did not do justice to their ability.

That said, it was also very pleasing to note that many less-gifted candidates also engaged with the material to the best of their ability. These candidates often produced the best anecdotal material without necessarily developing it as powerfully as they could have done.

### **Individual questions**

#### **Question 1**

In this question a close reading of the resource and the question was intended to suggest a three-part structure to the answer. The thrust of the passage – which made it clear that the ageing population posed questions to which the only answer was action which has to be both considered and urgent – also helped to point candidates in the right direction, particularly with regard to economic aspects of the problem.

Citation and development of the positive aspects of an ageing population, balanced with the negative aspects and then clinched by an outline of government intervention (both appropriate and feasible) was required by the question.

Most candidates managed to write to this brief, and differentiation between them tended to rely on the scope and depth of their answers.

The best candidates saw many social, familial, economic and employment advantages to an ageing population. They balanced these with a complex of disadvantages in which the emphasis was more economic eg taxes, pensions, accommodation and provision of health care. Similarly, suggestions for government intervention were varied, imaginative, considered and practical.

Less able candidates tended to see fewer advantages in an ageing population, or to develop at length advantages which were on the whole peripheral eg greater prosperity for insurance companies on the grounds that older drivers had more accidents. Likewise, although they could see the relationship between tax predication and pension provision, they often seemed to think that the government could control market forces as well. A number of candidates said baldly that the government must cut house prices, for example, as though this was something they could do without taking on fresh powers.

It was in the lower band that some candidates viewed the question incorrectly, and concentrated almost exclusively on the consequences of the disappearance of children and teenagers. They claimed that closing unwanted schools would enable the re-financing of geriatric provision. This often went with references to the government encouraging the creation of earlier and larger families with no reference to their previous point about unwanted schools. That this was a long-term strategy requiring at least thirty years to take effect was usually not mentioned.

The weakest candidates recycled the resource with the addition of simple comment, and it was here that some references to such draconian measures as compulsory euthanasia emerged.

### **Question 2**

The question structured its own answer. What was required was a clear definition and critique of democracy as it applies to modern politics, and an informed differentiation of it with accurate analyses of a number of alternatives. Many candidates made a creditable attempt at this.

This question – the second most popular - elicited the most impressive responses, although in relatively small quantities. Such answers excelled with precise analyses of differing democratic systems and contrasted these with other forms of government drawing on pertinent examples, often showing an impressive command of political theory.

Less able candidates produced workable, often narrative, definitions of democracy and descriptions of alternatives showing a relatively small acquaintance with both contemporary politics and recent history. Limited knowledge of fascism and communism failed to inhibit some candidates from writing about them anecdotally and at length. Many middle-band candidates also confused the effects of party political systems and the whipping of majorities in the Commons with those of democracy, and cited the latter rather than the former as a cause of voter apathy.

The weakest answers to this question consisted of passionate critiques (some of them detailed and very well written) of Tony Blair and George W Bush. As the products of representative democracy, they were held to epitomise its faults.

### **Question 3**

It was hoped that students would perceive a difference between their own social status and that of their parents, and analyse themselves in that light. In assessing the usefulness of social taxonomy. Does this 'sentence' go with the one that follows or is there something missing?. Please check with PE Paul Fletcher It was intended that students should note the commercial, political and social usefulness of social classifications in such areas as marketing, policy-making and urban development. In contrast, the drawbacks of such taxonomies – their imprecision, their perceived tendency to predict as well as to describe, above all their inflexibility and loss of the individual – would have balanced the essay.

In the event, this was the least popular question, and only a very few answers came close to the model above. All candidates had a view on their own social position and were able to describe it with some accuracy, and often compared their own category with that of their parents. Many also contrasted their projected social position as qualified professionals with their current positions as eg part time barmen, checkout operatives and shelf-stackers.

After that, discussion of the advantages and drawbacks of social categorisations tended to be general at best, and superficial and ill-informed at worst. Regrettably, there were more answers of the latter kind.

This question, despite its apparent simplicity, actually required the largest and most sophisticated knowledge base on the whole paper. It may be worth emphasising this point to candidates preparing for the examination. An A2 question seeming to be simple is almost always one with concealed depths.

#### **Question 4**

This, apparently the most accessible, was also the most popular question, often with that cohort which had apparently been given no structured preparation for the examination. Access to intelligent journalism in the written and broadcast media could have provided a reasonably secure and adequately extensive knowledge base for this question.

For this question a candidate needed to be able to provide a secure definition of an ASBO, discuss its potential effectiveness in considerable detail and make a balanced evaluation of this response to crime.

Relatively few of the more able candidates attempted this question, but among those who did there was often a heartening appreciation of the complexity of this issue, along with detailed knowledge of how an ASBO works and a balanced appreciation of its merits and drawbacks.

Most responses were in the lower to middle bands, and a large number of these found it hard to maintain focus on the thrust of the question. This loss of focus often produced a general discussion of youth crime and its causes, or a survey of alternative strategies, neither of these could be credited. Many respondents failed to define an ASBO and how it works, a clear example of limited examination technique. Still more relied on sketchy personal knowledge, or, worse, on more or less accurate media reports. Despite this, such answers often dealt appropriately, if superficially, with ASBOs as an attempt to respond to low-level youth crime. Many also made the point that the government needs to look as though it is trying to solve the problem without overcrowding already bursting jails. Most middle band respondents also seemed to think that an ASBO was designed to deal exclusively with youth crime. Equally, they also cited the cult of the ASBO as an accomplishment – a telling exemplar of the influence of the tabloid media.

At the extensive lower end of these respondents came those who attempted to trivialize the whole issue by citing such silliness as the couple given an ASBO for inappropriately noisy love-making, or the woman who was similarly punished for singing Gary Glitter songs in the bath. There was often sweeping, derogatory and ill-informed comment about 'chav' culture and sink estates. Where such candidates could have gained some marks by analyzing in detail and depth stereotypical ASBO caricatures such as Vicky Pollard, they seemed ill-equipped to do so.

## **2968: Making Connections**

### **General Comments**

This unit continues to attract a small entry in January but nonetheless examiners are pleased to report a movement towards candidates becoming more familiar with the requirements of the synoptic element of the General Studies specification. In this respect, it is imperative for candidates to 'make connections'. Examiners note that there has been a more determined effort by Centres to include this feature in their teaching of the subject.

Stimulus material was provided in two distinct formats: the written word and photographic images. The intention of the material was to act as a catalyst in order for the candidate to construct a balanced response that reflects the question which in turn is supported by the material. This cyclical model is, in essence, the basis of a high quality answer and examiners are beginning to note more examples appearing in each examination session. It is hoped that the experience gained from the AS series of examinations and the added requirements and demands of A2 will result in work of superior quality in terms of content and analysis which is worthy of any student wishing to gain a place in Higher Education. However, to simply write descriptively or indeed to explain the content of the sources is not in anyway indicative of the standard required for a grade A in this examination.

The best scripts seen were not only evaluative but delved below the surface of the subject to enquire, challenge, support or speculate in a mature and informed fashion. The variety of styles of writing varied and included the powerful and passionate, the elegant and respectful, showing real engagement with two quite different topics. Alternatively, examiners continue to read examples of poorly constructed, narrative essays which go very little further than describing the sources and making unfounded emotional statements based on the candidates own interpretation and sensibilities.

Using an essay plan has achieved more consistency. This has been a feature of INSET and previous reports have reminded Centres to ensure that each part of the question is covered and that the three domains are included. This is the surest way for a candidate to make the necessary connections needed and maintain the spirit of the examination. It appears that the most common format adopted is to include a separate paragraph for each domain sandwiched between an introduction which outlines the question's demands and a conclusion that is a summary, projection, or personal viewpoint. This is a sound approach and usually results in a commendable performance by the candidate.

In terms of the highest quality of answers, examiners search for the essay which goes beyond simple reasoning but extends further by questioning and challenging widely held views. This was particularly evident in the section B where there are other alternatives to simply conserving resources or providing alternative energy sources. In this way, the marks available for assessment objective four (AO4) were made available. Including an AO4 paragraph often turned the 'bland' into the 'brilliant'. The making of connections continues to be the core of this examination and examiners were very pleased to see the majority of candidates making a good attempt to fulfil this requirement.

Time management was good there seeming to be equal interest shown in both of the topics which have featured widely in the media in the last two years. The quality of English was good and there were very few examples of poorly presented or badly written scripts. The standard of spelling, grammar and syntax remains satisfactory though examiners became particular concerned with candidates misspelling words that were either in common usage or actually printed on the examination paper.



## Comments on Individual Questions

- 1 The question was concerned with issues connected with blood sports and was essentially in two parts. In the first part, candidates were invited to make some connections between blood sports and the domains and this was to be followed by an opportunity to express a personal view. The source itself was quite provocative and included reference to the fanaticism of hunt supporters, their commitment and the thrill of hunting. It also outlined the alternatives to the traditional hunt as well as referring to the two 'mysteries'. Examiners were looking for an essay which made use of the source for context and extended the response beyond this to imagine the effects of a ban or to offer some personal insight. The best candidates illustrated their answers well and whilst in looking at the domain they proposed a personal view they also looked at some alternative that might provoke an entirely different reaction. For example, the removal or reduction of the hunt might mean that a likely effect might be unemployment of persons connected but on the other hand it might be possible to redeploy these persons in other country trades or in a rebranding of the hunt (or even that the resulting unemployment was a small price to pay for the cessation of such an activity – extreme but nevertheless, valid).

It was also good to see the answer being extended into other blood sports because the question does not simply refer to fox hunting. Dog fighting, cockfighting, even bear bating in India were examples that were commonly cited either in the main body of an answer or as support material. The most common formula read was that blood sports were part of our National Heritage, served as a way of controlling the fox population, and that hunting is an exclusive activity of the rich and titled members of society. This cocktail of ideas was produced very often in assertive fashion without looking into the more subtle positions that might be construed such as the fact that though blood sports might be part of our Heritage, their continuance sends out the wrong message to other cultures from a country that prides itself in being civilised.

The last part of the question was where the differentiation of candidates was strongest. The poorer candidates simply saw this as an opportunity to lay out an emotional argument as to why people should be so cruel and unfeeling towards animals – very compelling points but needing some reasoning behind their thoughts and assumptions about the views of the majority of the population. If candidates put forward any information regarding a vote or data they must be sure of its provenance. This was the ordinary answer. However, the extraordinary answer was one where a candidate identified their personal sensitivity to blood sports and was happy to expand upon this in strong terms; but, at the same time, the essay acknowledged a time honoured tradition, a feature of our Heritage and the effect that wholesale change would have upon the country community. Most quality answers concluded with a speculative paragraph which, in fact, retained neutrality rather than proposing a personal preference.

- 2 The question comprised of three sources on the subject of energy (Sources 2, 3 and 4). Source 2 was an extract from a book which proposed and exemplified the dangers of atomic waste. In source 3, the black and white image projected three generations of miners which demonstrated the strong family connection inherent in the coal industry and its community links, and in source 4 there was a contrasting colour image of some contemporary wind turbines on an open landscape. In constructing a very good answer the candidate had to offer three issues, one taken from each domain, and in so doing put forward a case which informed and enlightened the reader about the importance, dangers, restrictions and limitations of energy in our world. Candidates had no restriction on them as to whether they discussed issues from a positive or negative standpoint. The important element was to make connections in a variety of different ways and use the sources as a starting point.

A common response was that atomic energy is dangerous not only from the point of view of its leakage but also because it can be used destructively. Though Source 2 posed the threat of nuclear waste, using Chernobyl as an example, virtually no candidate put forward the view that nuclear energy was clean, cheap in terms of its cost to produce and the labour required to supervise it. This was the balancing part of the equation which, if present, distinguished the excellent candidate. Similarly, many candidates assumed wrongly that all of the coal supplies in the UK have 'run out' giving this as the reason for the pit closures in the 1980s; it was indeed special to see an answer that pointed out that the end of the mining industry was connected to its production and labour costs rather than the disappearance of coal. Finally, in Source 4 many candidates saw wind power as the saviour of mankind from the onset of global warming; this assertive and largely unfounded type of statement was typical of those found in essays which did not exceed Band 3 (21-30) simply because there is doubt in its validity and a lack of balance. Some essays suggested that wind power was unreliable because of the UK's capricious weather failing to engage with the idea that wind farms are usually sited in places where there is an incidence of high winds not just anywhere that the planners wish.

Despite many wild ideas posed there were some well-crafted and thoughtful responses which gained maximum credit for the candidate's ability to construct an argument, develop the argument with related analysis and examples, and offer some viewpoints and alternatives or even reactions to the proposal. The best answers were illustrated and practical. In some cases they showed examples of wider links across the curriculum from other subject areas which General Studies so willingly invites. It is in this way that candidates make the necessary connections to show the breadth of their knowledge, their ability to propose and persuade, and their ability in exemplifying the extent and limitations of commonly held ideas. These are key skills for any student wishing to enter the highly charged arena of Higher Education.

**Advanced GCE General Studies  
January 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
2961	Raw	100	79	72	65	58	51	0
	UMS	90	72	63	54	45	36	0
2962	Raw	100	70	62	55	48	41	0
	UMS	90	72	63	54	45	36	0
2964	Raw	100	66	58	51	44	37	0
	UMS	120	96	84	72	60	48	0
2965	Raw	100	79	72	65	58	51	0
	UMS	90	72	63	54	45	36	0
2966	Raw	100	66	59	52	45	39	0
	UMS	90	72	63	54	45	36	0
2968	Raw	100	68	61	54	47	41	0
	UMS	120	96	84	72	60	48	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>3831</b>	300	240	210	180	150	120	0
<b>7831</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>3831</b>	9.3	25.2	48.4	69.9	87.4	100	3537
<b>7831</b>	13.5	33.5	57.7	80.3	93.9	100	707

4244 candidates aggregated this series

For a description of how UMS marks are calculated see;  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

Statistics are correct at the time of publication

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**(General Qualifications)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

